DOCUMENT RESUME

ED 234 193 CE 036 910

TITLE	Determination of Appropriate Content for a Clothing and Textiles Specialized Course. Final Report.
INSTITUTION	Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	Dec 81
NOTE	69p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Clothing Instruction; Content Analysis; *Course Content; Curriculum Development; *Educational Needs; Needs Assessment; *Occupational Home Economics; Parent Attitudes; Program Content; Questionnaires; Secondary Education; State Surveys; Student Attitudes; Teacher Attitudes; *Textiles Instruction
IDENTIFIERS	Texas

ABSTRACT

A study was undertaken to obtain and analyze input from consumer and homemaking education teachers, students, and parents regarding desired content for a clothing and textiles semester course. Of the 1,200 questionnaires mailed to parents, teachers, and students throughout Texas, 327 were returned. Of these, 178 were teacher questionnaires, 84 were student questionnaires, and 65 were parent questionnaires. Approximately one-third of the parents and students and one-fifth of the females felt that construction of simple garments should be included in the course. While almost one-third of the teachers indicated that advanced clothing construction should be included in the course, less than 10 percent of the students and 15 percent of the parents felt the same way. Topics that might be included in a clothing and textiles semester course were ranked by all these groups in somewhat the following order: wardrobe planning, clothing selection, clothing construction, buying clothing, clothing care, clothing alterations, sewing tools and equipment, the effects of clothing on individuals, clothing design, textiles, family clothing, influences on fashion, and clothing and textiles careers. Significant differences between groups did exist, however, for the mean importance of scores on 36 of the 66 specific topics. (The survey instruments are appended.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234193

FINAL REPORT

Project Number 22420016

DETERMINATION OF APPROPRIATE CONTENT FOR A CLOTHING AND TEXTILES SPECIALIZED COURSE

Project Director

LINDA R. GLOSSON, Ph.D.

Project Co-Director

SAMINA KHAN, Ph.D.

Project Co-Director

RELLA S. PETERSON

Home Economics Instructional Materials Center
Texas Tech University

December, 1981

The research reported herein was performed pursuant to a grant from the Research Coordinating Unit, Division of Occupational and Technical Education, Texas Education Agency, Austin, Texas.

CE 036 910

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D Johnston

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Acknowledgments i

List of Tables ii

Introduction 1

Chapter

I. Review of Literature 3

Curriculum Priorities 3

Future Trends in Clothing and Textiles 4

Evidence of Need 5

For Clothing Selection Skills 7

For Clothing Construction Skills 8

For Clothing Care Skills 10

II. Methods and Procedures for the Project 11

Objectives 11

Procedures 11

Design of the Survey Instrument 13

Sample Selection 14

III. Results and Discussion 15

Return 15

Sample Characteristics 15

Analysis of Data 18

IV. Summary, Findings, and Recommendations 38

Appendices 43

References 55

A C K N O W L E D G M E N T S

This report is the result of research funded by the Research Coordinating Unit, Division of Occupational and Technical Education, Texas Education Agency, Austin, Texas.

Special appreciation is extended to Jean Barton, Director, Homemaking Education, Division of Occupational and Technical Education, Texas Education Agency, for her guidance and support throughout the project. Acknowledgment is also given to the support of the Homemaking Education staff.

Acknowledgment is given to Myra Timmons and Merrilyn Cummings for their assistance in evaluating the instrument prior to its use.

Appreciation is also extended to the home economics teachers, parents, and students who responded to the survey.

LIST OF TABLES

1. Respondent Characteristics

2. Additional Teacher Characteristics

3. Additional Parent Characteristics

4. Additional Student Characteristics

5. Response to General Questions

6. Mean Ratings and Ranks of Clothing and Textiles Topics

List of Appendices

1. Clothing and Textiles Questionnaire

2. Letter to Teachers

3. Letter to Parents

4. Letter to Students

5. Letter to Additional Teacher

INTRODUCTION

Because a new course offering, a semester course in Clothing and Textiles, is being considered as an addition to the state's homemaking education courses, information is needed to determine the most appropriate focus for the course. The purpose of this study was to obtain, and analyze input from consumer and homemaking education teachers, student, and parents regarding desired content for a Clothing and Textiles Semester Course and to make recommendations based on that input to the Director of Homemaking Education regarding course content. The results of the study can also be utilized in developing instructional materials for the proposed course.

The overall objective of the project was to determine appropriate content for a Clothing and Textiles semester course. Specific objectives were: 1) To review recent literature related to clothing and textiles, 2) To develop an instrument for use in surveying teachers, students, and parents, 3) To establish content validity of the instrument, 4) To solicit the aid of area homemaking education advisory councils in administering the instrument to teachers, students, and parents representing different sizes and types of schools, 5) To analyze the data obtained in the survey, and 6) To make recommendations regarding appropriate content for a clothing and textiles semester course.

The recommendations regarding appropriate content for the clothing and textiles semester course will be used by the Director, Homemaking Education, Texas Education Agency, to establish program guidelines for this new course offering in the homemaking education program in secondary schools in Texas. At present the state has 2,240 useful homemaking education programs serving almost 247,000 students across the state. In addition, the findings of the study will aid in the development of a curriculum guide for the clothing and textiles semester course. The projected impact on useful homemaking educa-

tion programs over the next five years is as follows:

Year	*Number of Programs*	*Number of Students*
1981-82	2,240	246,930
1982-83	2,255	248,550
1983-84	2,270	250,550
1984-85	2,285	252,550
1985-86	2,300	254,550
Totals	11,350	1,253,130

By analyzing responses from both males and females, data collected from different types and sizes of schools, the information obtained should be useful to state homemaking education staff and curriculum developers in better meeting the needs of all students, including the handicapped and disadvantaged.

CHAPTER I

REVIEW OF LITERATURE

A thorough review of literature was conducted with the aid of an ERIC computer search, the use of the National Network for Curriculum Coordination in Vocational and Technical Education, as well as hand library searches by project personnel. References from the Texas Tech Library and the Home Economics Instructional Materials Center Library were reviewed. Much of the information obtained was utilized in developing the survey instrument. This chapter will summarize the findings. The review of literature is organized in three sections: a) curriculum priorities, b) future trends in clothing and textiles, and c) evidence of need.

Curriculum Priorities

Clothing and Textiles is one of the subject matter areas designated as part of consumer and homemaking education in the Education Amendments of 1976 (P.L. 94-482)(1). The law specifies that educational programs in all subject matter areas of consumer and homemaking education:

1. encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners;
2. encourage elimination of sex stereotyping in consumer and homemaking education by promoting the development of curriculum materials which deal
   a. with increased numbers of women working outside the home and increased numbers of men assuming homemaking responsibilities and the changing career patterns of women and men, and
   b. with appropriate federal and state laws relating to equal opportunity in education and employment;
3. give greater consideration to economic, social, and cultural

conditions and needs especially in economically depressed areas...

4. prepare males and females who have entered or are preparing to enter the work of the home;
5. emphasize consumer education, management of resources...

One of the curriculum priorities identified by Homemaking Education, Texas Education Agency, for 1981-82 is the development of a semester course in clothing and textiles. This specialized course in clothing and textiles is a new offering in the state's homemaking education programs. Only one of the specialized courses currently offered requires a prerequisite. The purpose of the specialized courses is to "provide opportunities for students to study in areas of their particular interests." (2:3).

A thorough study needs to be made to determine the most appropriate focus for the new clothing and textiles course. Should it be a survey course emphasizing clothing construction? If the course included clothing construction, should activities be for the beginning sewer, the intermediate sewer, the advanced sewer, or totally individualized? What type of course would attract both males and females? What will students need to know in the area of clothing and textiles in the future?

Future Trends in Clothing and Textiles

In a recent report ot the National Institute of Education, Elizabeth Simpson (3) identified the following current developments in clothing and textiles. Much research is being done in the textiles areas. Extensive research is also being done on the "comfort" of clothing and textiles. The trend to greater reliance on man-made fibers will continue. Standards for flammability have been set. Care labels are now required for clothing and textiles. Research has shown that the energy demand in laundering and drying polyesters is markedly lower than for cottons.

As a result of these developments, Simpson (3) identified what people will need to know in the future in the area of textiles and clothing as follows:

1. How to assess the clothing and textile product needs of the family.
2. Criteria for selection of clothing for individuals in terms of physical, psychological, and economic factors.
3. Criteria for selection of household textiles.
4. How personal values relate to clothing choices.
5. The self-concept and communicative values of dress and personal adornment.
6. Sources of reliable information on clothing and other textile product selection, use and care.
7. Energy conservation practices in use and care of clothing and other textile products.
8. Safety considerations in clothing selection and care.

Evidence of Need

Professional literature indicates that consumers need knowledge of clothing and textiles in order to select, construct, and care for clothing and textiles. Recent research suggests possible emphases for a clothing and textiles semester course.

Snider (4) surveyed thirty-two full-time university clothing and textiles faculty members associated with institutions of higher learning in Texas offering accredited Vocational Home Economics Teacher Education programs, 166 randomly selected useful homemaking teachers in Texas, and twenty-eight consumers living in Lubbock, Texas. The 226 persons were asked to complete a rating instrument, "Clothing and Textiles Important to High School Adolescents." The instrument was designed to solicit the importance of

thirty-seven clothing and textiles competencies associated with Clothing and Textiles sequence courses. Of the top five ranked competencies, three were associated with clothing construction, one with clothing care, and one with clothing selection. Competencies related to textiles were ranked lower than other competencies Of the five lowest ranked competencies, three were associated with textiles, one with clothing care, and one with clothing selection. None of the five competencies ranked as least important dealt with clothing construction.

Snider's study (4) showed significant differences (.05) in the mean importance ratings assigned to each of the four groups of clothing and textiles competencies by full-time university clothing and textiles faculty members, useful homemaking teachers, and selected consumers. Useful homemaking teachers rated clothing selection competencies lower than full-time university clothing and textiles faculty members and selected consumers. Useful homemaking teachers rated clothing care competencies lower that selected consumers. Selected consumers rated clothing construction competencies lower than university clothing and textiles faculty members and useful homemaking teachers. Full-time university clothing and textiles faculty members rated textiles competencies significantly higher than useful homemaking teachers. Full-time university clothing and textiles faculty members gave significantly higher mean ratings to all clothing and textiles competencies than useful homemaking teachers.

Snider's study (4) included only a small selected group of consumers, therefore, Snider recommended that the study be replicated with a larger group of consumers of varying ages, cultural backgrounds, economic levels, and geographical locations. Further research was also suggested to examine the ratings assigned to clothing and textiles competencies by male and female respondents. In addition, Snider suggested using the instrument

to obtain adolescent students' ratings of clothing and textile competencies they consider as being most important to attain.

-For Clothing Selection Skills

Results of a nationwide survey conducted in 1976 by Nickols and Powell (5) revealed that year American teenagers spent 26.1 billion dollars. This evidence supports the idea that adolescents are major consumers in our society. According to Nickols and Powell (5):

> Today's teenage consumers have more money available to them, exercise more influence on their families' purchase decisions, and acquire their own purchasing habits and product preferences at an earlier age. (5:14).

In Nickols and Powell's study (5), 440 youth ranging from age 13 to 19 were asked to rank from a list of ten kinds of purchases the five purchases they most frequently made. Girls ranked clothing and personal grooming items first and third respectively. Boys indicated that clothing was their third most frequently purchased item. In research conducted in Colorado by Brown and Haas (6), ninety high school seniors ranked 118 consumer tasks from most essential to least essential, 95 percent of the respondents gave priority to shopping practices. Nickols and Powell (5) stated that consumer education concepts and materials should be incorporated in the clothing and textiles curriculum.

Time Magazine (7) reported findings of a 1979 national survey which revealed new trends in American buying behavior. The results showed that American consumers are buying less, or fewer, items as compared to a decade ago. However, American consumers are paying more for goods they purchase and are seeking better quality in their purchases. In apparel and accessories, Americans are avoiding fads and ultra-stylish merchandise, and instead are dressing more conservatively so that garments can be worn

for years as opposed to months. Moreover, more consumers are choosing brand names over less advertised brands. In fact, many discount outlets are now carrying a high quality line of merchandise.

-For Clothing Construction Skills

Some retailers (8) in the home sewing industry are currently pointing to a return to home sewing and to mending. They point out that many people cannot afford ready-to-wear. Elaine Keisler, Frenn's Fabrics, Topeka, KS says "People are becoming more cautious of how they are spending their money and they know home sewing is a good way to save money plus having better quality" (8:32). Supporting this position, Ruth Henson, Harrogate Fabric Shop, Harrogate, TN says home sewers have a better choice of fabric and fashions in patterns and fabrics than in ready-to-wear. Lynn Warren, Woodford Sewing Basket, Versailles, KY explains that women who go back to sewing can make the simple, quick garments (wrap skirts, simple blouses, etc.) without a lot of sacrifice of time but a big boost to their budget. Martha Parsons, Parsons Sewing Centers, Enfield, CT and Holyoke, MA says some women are sewing for reasons other than economy. These women sew because they love it. Shirley Schach, Downtown Sewing Center, Fairbanks, AK reports interest in sewing outerwear projects from young men in the 18-25 year age group. Ruth Lakey, Daisy Kingdon, Inc., Boise, ID says she has seen a rapid increase in the number of novice sewers over the last several months. She says the recession is "directly responsible" for this. According to Lakey, these new seamstresses cover all age ranges from teens to middle-age and all areas from fashion-wear to home decor. Carla Bays, Grayson Sewing Center, Grayson, NY reports that sewing machine repair service is up 50%. She says, "We are repairing many machines that have not been in use for several years." (8:34). Jim Kiser, Dolly's Fabrics, Marshall, MO says that people returning to sewing after five to ten years

are finding that they need to update their sewing machines.

Other retailers (8) have been adversely affected by the recession or have seen no increase in sales. They blame the increased number of working women, the effects of inflation on other areas of the family budget (food, transportation, shelter), anticipation of sales by ready-to-wear shops, and difficulty of sewing the tailored garments currently in fashion. Virginia Schneider, Iowa Falls Sewing Machine Co., Iowa Falls, IA feels that "cost alone does not make a non-sewer sew" (8:33). Patricia Ferrara, The Pin Cushion, Katonah, NY says teens are eager to learn to sew, "but are being constantly frustrated by the lack of interest shown by schools and homes" (8:33). Olive Barrett, C & E Fabric Shop, Mission, KS echos the sentiment that schools offering fewer sewing classes are at least partly to blame for the decline in home sewing during the past few years. Robert Elliott, Cloth Corner, Narrows, VA says that as long as women are working he does not expect any large increase in home sewing. He feels that women may sew for a particular function, but not entire wardrobes.

Leaders in the home sewing industry (9) are particularly concerned about the decline in sewing classes in the educational system. In 1980, the home sewing industry began a major campaign to educate and motivate new sewers according to William P. Wilson, president and chief operating officer of Butterick Fashion Marketing. Patricia Pearsall, sales manager, converters and retail fabrics, at Hoechst Fiber Industries, says that the declining number of sewing classes in our educational system continues to be a crucial problem. G. Lee Thompson, executive vice-president, U.S. products division, consumer marketing, The Singer Co., says that "more that ever, an in-depth curriculum in the schools is needed; one that concentrates on sewing and construction techniques" (9:32).

-For Clothing Care Skills

Tortora (10) emphasizes the importance of the care of textile products. "Attention to the correct procedures for cleaning and maintaining textile products will extend the useful life of the product. Improper cleaning and storage can result in severe damage to the fabric or an increased rate of wear over a period of time" (10:327).

Tortora (10) points out that the accumulation of soil on fabrics is one of the factors that causes fabrics to deteriorate. Spilled food on a fabric attracts moths and carpet beetles. "Ground-in dirt" increases the abrasion of yarns as gritty soil rubs against fibers causing them to break. "Soil removal is, therefore, one of the most important aspects of caring for fabrics if they are to be maintained in good condition" (10:327). Soil removal involves the use of soaps, water softeners or conditioners, synthetic detergents, bleaches, fluorescent whiteners, disinfectants, fabric softeners, and starches in laundering fabrics. It involves selection and use of washing machines and clothes dryers. Soil removal includes removing greasy, non-greasy, and combination stains. Pressing may be necessary for some fabrics following soil removal. In addition, the consumer needs knowledge for selecting commercial laundering and dry cleaning services. Care of textiles also includes storing textile products in an appropriate manner when not in use.

-For Textile Knowledge

Tortora (10) explains the importance of consumers having knowledge and understanding of textiles, as follows:

> "Every day every person makes decisions about textiles. From the simplest choice of what clothes to wear, to the commitment of a major portion of the family budget to buy a new carpet, judgments about the performance, durability, attractiveness, and care of textiles are consciously or unconsciously made. ...The key to informed decision making is knowledge about fibers, yarns, fabrics, finishes, and the ways in which these are interrelated" (10:1).

CHAPTER II

METHODS AND PROCEDURES OF THE PROJECT

The overall objective of the project was to determine appropriate content for a Clothing and Textiles semester course. The major objectives of the project were:

To review recent literature related to clothing and textiles.

To develop an instrument for use in surveying teachers, students, and parents to identify the most appropriate competencies to be developed in a clothing and textiles semester course.

To establish content validity of the instrument through use of a selected panel of experts.

To solicit the aid of area homemaking education advisory councils in administering the instrument to homemaking teachers, students, and parents representing different sizes and types of schools.

To analyze data obtained in the survey for the purpose of determining appropriate content for a clothing and textiles semester course.

To make recommendations regarding appropriate content for a clothing and textiles semester course.

The project was carried out by the Home Economics Instructional Materials Center at Texas Tech University in cooperation with the cooperating agency, Texas Tech University, and the Homemaking Education Division of the Texas Education Agency. General procedures were to:

Conduct a review of literature related to clothing and textiles to determine current trends and emphases in the field, and to identify possible content for a clothing and textiles semester course.

Conduct searches through ERIC and the National Network for Curriculum Coordination to identify research studies in clothing and textiles and instructional materials which have been developed for clothing and textiles courses.

Develop a survey instrument to determine appropriate content for a clothing and textiles semester course.

Submit the instrument to a selected panel of experts for the purpose of determining content validity.

Work with area advisory councils at the State In-Service Workshop in Dallas in July, 1981 to prepare for participation of selected schools in the study.

Analyze data obtained in the survey for the purpose of determining appropriate content for a clothing and textiles semester course.

Make recommendations to the Director, Homemaking Education, Texas Education Agency, regarding appropriate content for a clothing and textiles semester course.

REVIEW OF LITERATURE

Determination of appropriate content for a clothing and textiles semester course began with a review of literature to determine content included in curriculum guides describing courses offered nationwide, content of high school level clothing and textiles courses, research findings related to clothing and textiles, and projection of future trends and knowledge needs of consumers of clothing and textiles.

The review of literature began with a "Curriculum Search Request" through the National Network for Curriculum Coordination in Vocational and Technical Education. A curriculum search request form was submitted to the network's regional representative, who distributed copies to all regional Centers. Fifteen centers responded to requests by forwarding information about clothing and textiles instructional materials available in their regions.

An ERIC computer search resulted in a 48 page printout of references. These references were reviewed to identify content appropriate for use in a clothing and textiles semester course.

Hand searches for resources located at the Texas Tech Library and the Home Economics Instructional Materials Center Library completed the library research.

Design of the Survey Instrument

The survey instrument (see Appendix 1) was designed to 1) gather background information about teachers, students, and parents responding to the survey; 2) opinions regarding course prerequisites, clothing construction skills to be developed, major topics to be included, the type course that would attract both males and females, projections of knowledge students will need about clothing and textiles in the future; and 3) a scale for rating the importance of including specific topics related to clothing and textiles. Members of the Home Economics Instructional Materials Center's professional staff, including a technical editor, as well as Texas Tech Home Economics faculty members in the departments of Clothing and Textiles and Home Economics Education, the Director, Homemaking Education and the Director, Research Coordinating Unit, Division of Occupational and Technical Education, Texas Education Agency reviewed the survey instrument before its completion.

A current list of secondary level consumer and homemaking education teachers was used to identify the 400 instructors asked to participate in the study. The surveys were mailed November 10 along with a cover letter and postage paid return envelope (see Appendices 2-5).

The survey instrument was designed to obtain the necessary information in a minimum of time. Most survey items were constructed so that the respondent could check the response which best answered the question. Other items requested information or provided an opportunity to suggest additional topics. In developing the survey items efforts were made to avoid misrepresentations of words, ambiguity, loaded questions, unclear directions and assumptions of too much knowledge on the part of the respondents.

Sample Selection

Ten consumer and homemaking education teachers were randomly chosen from each Texas Education Agency consultative area. These teachers were asked to randomly select (by drawing names from a container) two male and two female 10th, 11th, or 12th grade consumer and homemaking education students to participate in the study. Each of the four students was asked to complete a "Student" questionaire. Two of the four students were asked to have a male parent or guardian to complete a "Parent" questionaire. The other two students were asked to have a female parent or guardian to complete a "Parent" questionaire. The 100 teachers above and an additional 300 consumer and homemaking education teachers were asked to complete the "Teacher" questionaire.

Letters of instruction were sent to each teacher selected to participate in the study (see Appendices 2 and 5). A postage paid envelope was included for convenience in returning the questionaires.

CHAPTER III

RESULTS AND DISCUSSION

The Determination of Appropriate Content for a Clothing and Textiles Semester Course Project was conducted to determine appropriate content for a Clothing and Textiles Semester Course. The results of the survey of teachers, students, and parents will be reported and discussed in this chapter.

Return

Of the 1,200 questionaires mailed, a total of 327 (27%) were returned. Of these 178 (44.5%) were teacher questionaires, 84 (21%) were student questionaires, and 65 (14%) were parent questionaires. No unusable questionaires were received, although some individual items could not be used.

Sample

Background information obtained on the sample indicated that the groups were well-distributed by population, ethnic group, education, and age. (see Table 1). About one-third of the parents responding, and more than one-fifth of the students responding were male.

Teachers responding to the survey represented a variety of school sizes, teaching assignments, and years of teaching experience. Teachers varied most in the number of clothing and textiles workshops or seminars attended in the last 5 years with 27.5% attending none, 38.8% one or two, and 28.7% three or more. (see Table 2).

Of the parents responding, 43.1% had taken home economics courses in high school or college. The majority of parents, 70.8%, had a female child enrolled in home economics, 20.0% had a male child, and 4.6% had both. The majority of parents responding, 60.0% were employed full-time; 15.4% were employed part-time; and 24.6% were full-time homemakers. When asked whether parents would encourage their child to enroll in a clothing and textiles

TABLE 1

Respondent Characteristics (in percentages)

		Teachers (178)	Students (84)	Parents (65)
Population:	Under 1,000	19.7	21.4	24.6
	1,001 to 5,000	18.5	13.1	16.9
	5,001 to 10,000	11.8	11.9	9.2
	10,001 to 25,000	12.9	9.5	9.2
	25,001 to 50,000	6.2	6.0	6.2
	50,001 to 100,000	9.6	20.2	12.3
	Over 100,000	19.1	11.9	15.4
Ethnic Group	American Indian/ Alaskan Native	1.1	0.0	0.0
	Asian or Pacific Islander	0.0	1.2	0.0
	Black, not Hispanic	7.9	16.7	13.8
	Hispanic	2.2	11.9	15.4
	White, not Hispanic	88.8	65.5	69.2
	Other	0.0	0.0	1.5
Sex	Male	1.1	22.6	30.8
	Female	98.9	76.2	67.7
Age	-30	29.2		4.6
	30-34	20.2		3.1
	35-39	11.8		35.4
	40-44	13.5		24.6
	45-49	8.4		23.1
	50 +	12.4		9.2
Educational Level	10th grade		28.6	
	11th grade		29.8	
	12th grade		35.7	
	Less than 12th grade			16.9
	High school diploma			32.3
	Some college			23.1
	Bachelor's degree			16.9
	College work beyond a bachelor's degree			10.8
	Bachelor's degree	23.0		
	Bachelor's degree +	39.3		
	Master's degree	20.2		
	Master's degree +	12.4		
	Doctor's degree	0.6		

TABLE 2

Additional Teacher Characteristics

		Frequency	Percentage
Size school	A		19.7
	AA		9.0
	AAA		15.2
	AAAA		18.5
	AAAAA		29.8
No. years taught Home Economics	1-4		29.8
	5-8		19.1
	9-12		18.5
	13-16		6.7
	16 +		21.3
Home Economics courses taught in last 5 years	7th & 8th	49	
	Hmk I	145	
	Hmk II	126	
	Hmk III	83	
	CD	53	
	C & T	14	
	CE	78	
	F & N	14	
	HFL	104	
	H Mgt.	24	
	H Nurs.	11	
	HHF	37	
No. C & T workshops or seminars attended in last 5 years	0		27.5
	1		21.9
	2		16.9
	3		13.5
	4		2.8
	5		2.8
	6 +		9.6

semester course, 76.9 responded "yes" for a female child; 35.4 responded "yes" for a male child. More parents of male children responded with "undecided" (18.5%) or "no" (18.5%) than parents of female children (12.3% "undecided," 6.2% "no") (see Table 3).

Students indicated that one-third (33.3%) lived in a family with 6 or more members, and almost one-fourth each (23.8%) in families with 4 or 5 members. The home economics course most frequently taken by the students was Homemaking I (63%). Twenty to thirty-four percent of the students responding indicated that they had taken one of the following: 7th and 8th grade Homemaking, Homemaking II, Homemaking III, Home and Family Living, or Housing and Home Furnishings. The subject areas of home economics in which students expressed the most interest were child development, food and nutrition, clothing and textiles, home and family living, housing and home furnishings, and home management. The subject areas in which the students expressed the least interest were home nursing, clothing and textiles, and consumer education. More than 15% of students responding rated clothing and textiles in either the most or least liked category, however, 60.7% expressed interest in enrolling in a clothing and textiles sememster course. (see Table 4).

Analysis of Data

Responses to the general questions were analyzed to determine course prerequisites, and emphases desirable for a clothing and textiles semester course. The majority of those responding in all three groups indicated that Homemaking I should be a prerequisite for a clothing and textiles semester course, however, more than one-third of teachers and parents thought no previous homemaking class should be required. More teachers (32.0%) than parents (9.5%) or students (15.4%) indicated that advanced clothing construction skills should be taught. More parents (36.9%) and students (31.0%) than teachers (21.9%) indicated that construction of simple garments should be included. More students (38.1%) than teachers (29.2%) or parents (23.1%) indicated that clothing design should be

TABLE 3

Additional Parent Characteristics (in percentages)		
Home Economics courses taken in high school or college	Yes	43.1
	No	55.4
Employment status	Full-time homemaker	24.6
	Part-time employed	15.4
	Full-time employed	60.0
Sex of child enrolled in Home Economics	Male	20.0
	Female	70.8
	Both	4.6
Would encourage female child to take Clothing and Textiles course	Yes	76.9
	No	6.2
	Undecided	12.3
	No female child	4.6
Would encourage male child to take Clothing and Textiles course	Yes	35.4
	No	18.5
	Undecided	18.5
	No male child	21.5

TABLE 4

Additional Student Characteristics

		Frequency	Percentages
1. No. members in family	2		3.6
	3		11.9
	4		23.8
	5		23.8
	6 +		33.3
2. Home Economics courses taken	7th & 8th Hmk	27	
	Hmk I	63	
	Hmk II	34	
	Hmk III	20	
	CD	14	
	Cons Ed	7	
	H & FL	26	
	H Mgt	5	
	H Nurs	1	
	H & HF	29	

		Frequency	
		Most	Least
3. Areas of Home Economics interested in:			
	CD	40	5
	C & T	30	19
	Cons Ed	7	17
	F & N	34	8
	H & FL	30	3
	H Mgt	15	9
	H Nurs	8	33
	H & HF	28	11

	Yes	No
4. Interested in enrolling in Clothing and Textiles Semester course:	60.7%	33.3%

included. Smaller percentages of each group indicated that tailoring or simple repairs should be included. Few students and parents and no teachers indicated that no clothing construction skills should be included. (see Table 5).

Respondents were also asked to rank major topics which might be included in a clothing and textiles semester course. Those topics were ranked by the three in somewhat the following order: wardrobe planning, clothing selection, clothing construction buying clothing, clothing care, clothing alterations, sewing tools and equipment, effects of clothing on individuals, design in clothing, textiles, family clothing, influences on fashion, clothing and textiles careers. Teachers rated clothing construction, clothing selection and wardrobe planning much higher than did parents or students. Students rated design in clothing, influences on fashion, and family clothing higher than did teachers and parents. Parents rated buying clothing and clothing care higher than did teachers or students. (see Table 5).

Results of analysis of variance tests indicated that significant difference between groups existed for the mean importance scores of 36 of the 66 topics. Seven of the differences were significant at the .05 level or less and 29 were significant at the .01 level or less. Teachers' mean significance scores differed from those of parents and students on 20 topics. Teachers' mean importance scores differed significantly from parents' scores on 5 additional items and from students' scores on 8 additional items. Parents' mean importance scores differed significantly from those of teachers and students on 3 topics. Students' mean importance scores differed significantly from those of parents and teachers on 2 topics. (see Table 6).

TABLE 5

Responses to General Questions (in percentages)

1. Students taking Clothing and Textiles Semester courses should have the following background:

	Teachers	Students	Parents
No previous homemaking class should be required	38.2	13.1	35.4
Homemaking I	53.4	79.8	56.9
Other	5.7	3.6	3.1

2. The following clothing construction skills should be included in a Clothing and Textiles Semester course:

	Teachers	Students	Parents
None	0.0	6.0	3.1
Simple repairs	1.1	6.0	13.8
Construction of simple garments	21.9	31.0	36.9
Advanced clothing construction	32.0	9.5	15.4
Tailoring	14.0	8.3	6.2
Clothing design	29.2	38.1	23.1

3. Rank the following topics which might be included in a clothing and textiles semester course:

	Ranks	Teachers	Students	Parents
Influences on fashion	1-4	7.8	34.4	13.9
	5-8	18.5	16.6	9.2
	9-13	66.3	38.1	66.2
Effects of clothing on individuals	1-4	23.2	28.5	27.7
	5-8	33.2	31.5	26.2
	9-13	36.0	33.3	35.4
Design in clothing	1-4	18.5	36.9	29.3
	5-8	28.7	27.5	26.2
	9-13	46.1	25.0	33.8
Sewing tools and equipment	1-4	29.3	33.4	30.8
	5-8	34.3	22.7	26.2
	9-13	31.5	32.1	32.3
Clothing alterations	1-4	30.4	30.8	35.4
	5-8	41.6	38.6	35.4
	9-13	23.6	29.8	20.0

TABLE 5 (cont.)

	Rank	Teachers	Students	Parents
Clothing and Textiles careers	1-4	1.2	8.4	10.7
	5-8	13.5	18.0	9.3
	9-13	77.5	61.9	67.7
Family clothing	1-4	8.9	20.4	10.8
	5-8	23.0	20.3	27.7
	9-13	59.6	48.8	49.2
Wardrobe planning	1-4	59.5	41.7	46.2
	5-8	25.2	30.9	27.7
	9-13	10.1	17.9	16.9
Clothing selection	1-4	60.6	42.9	44.6
	5-8	27.0	32.1	36.9
	9-13	7.3	14.3	10.8
Textiles	1-4	24.1	26.2	23.1
	5-8	37.7	12.0	20.1
	9-13	34.3	48.8	44.6
Buying clothing	1-4	37.7	35.7	47.8
	5-8	38.9	30.9	27.7
	9-13	19.1	25.0	15.4
Clothing construction	1-4	64.5	36.9	50.8
	5-8	23.0	17.9	24.7
	9-13	9.6	33.3	18.5
Clothing care	1-4	37.0	41.6	44.6
	5-8	38.2	32.2	32.3
	9-13	19.7	15.5	15.4

TABLE 6

Mean Ratings and Ranks of Clothing and Textiles Topics

Topics	Mean Ratings and Ranks						Significance
	Teachers (178)		Parents (65)		Students (84)		
	Rating	Rank	Rating	Rank	Rating	Rank	
29. How your clothing reflects your personality, attractiveness, self-confidence, attitudes, and group identity.	1.96	34	1.12	5	1.71	3	---
30. How clothing and appearance affect impressions people have of each other.	1.86	26	1.94	23	1.82	8	---
31. Historical forms of dress.	3.82	66	3.73	66	3.77	66	---
32. Effects of weather or climate, materials available, and ideas of beauty on clothing in different cultures.	3.14	61	2.66	58	2.57	56	.01
33. Social and cultural meanings given to different forms of dress.	3.26	63	2.90	64	2.86	63	.01
34. Definitions of "fashion," "fad," and "style."	2.42	46	2.82	62	2.54	53	.05
35. Ways situations, events, and people influence fashion.	2.80	58	2.88	63	2.58	58	---
36. Fashion information available from current sources.	2.45	47	2.75	60	2.53	52	---
37. How design principles apply to clothing selection.	1.99	35	2.34	51	2.20	34	.05
38. Planning and budgeting for clothing.	1.45	2	1.49	1	1.62	1	---

*Underscored means indicate the group or groups which were significantly different.

TABLE 6 (cont.)

	Topics	Teachers (178) Rating	Rank	Parents (65) Rating	Rank	Students (84) Rating	Rank	Significance
39.	Selecting clothing for specific purposes, such as school, work, recreation, and formal occasions.	1.76	21	1.58	2	1.68	2	---
40.	Selecting safe clothing.	2.28		1.78	11	1.86	9	.01
41.	Clothing needs and wants of persons of different ages.	2.54		2.22	45	2.13	29	.01
42.	Ways to meet the clothing needs of persons with special problems and handicaps.	2.79		1.90	20	1.96	19	.01
43.	Selecting appropriate accessories.	2.24	44	2.11	39	2.18	32	---
44.	Terms related to fibers and fabrics.	2.21	43	2.24	48	2.57	57	.05
45.	Natural and synthetic fibers.	2.10	39	2.23	46	2.71	61	.01
46.	Fabric construction and finishes.	1.85	24	2.03	29	2.27	42	.01
47.	Fabrics that require special handling in construction and care.	1.85	24	1.84	14	1.89	11	---
48.	Effects of energy conservation on fiber and fabric trends.	2.62	54	2.27	49	2.77	62	.01
49.	Ways to test fabrics in the store.	2.05	36	2.03	29	2.23	38	---
50.	Things to consider in buying clothing.	1.55	7	1.59	3	1.72	4	---
51.	Sources of consumer information available to the clothing buyer.	1.89	27	2.03	29	2.29	43	.01

TABLE 6 (cont.)

Topics	Teacher (178) Rating	Rank	Parents (65) Rating	Rank	Students (84) Rating	Rank	Significance
52. How advertising affects your clothing selections.	2.18	43	2.44	54	2.52	51	.05
53. Label information found on clothing and textiles.	1.44	1	1.81	12	1.89	11	.01
54. Things which influence clothing prices.	2.07	37	2.20	42	2.23	38	---
55. Shopping for clothing.	1.62	13	1.74	7	1.81	6	---
56. Selecting clothing and accessories to fit one's needs.	1.89	27	1.68	4	1.72	4	---
57. Use of metric system in purchasing textiles, clothing, and accessories.	3.14	62	2.78	61	2.96	64	---
58. Different methods of paying for clothing.	2.64	55	2.13	40	2.54	53	.01
59. Rights and responsibilities of the clothing consumer.	2.17	40	2.06	35	2.34	45	---
60. Rights and responsibilities of the clothing industry.	2.79	56	2.23	46	2.55	55	.01
61. Laws and agencies which protect clothing consumers.	2.52	49	2.02	28	2.37	46	.01
62. Sewing and pressing equipment.	1.78	22	2.06	35	2.20	34	.01
63. Buying a sewing machine.	1.95	33	2.18	41	2.08	27	---

TABLE 6 (cont.)

	Topics	Teacher (178) Rating	Rank	Parents (65) Rating	Rank	Students (84) Rating	Rank	Significance
64.	Use and care of sewing and pressing equipment.	1.75	19	1.97	25	2.05	26	.05
65.	Operating and maintaining a sewing machine.	1.61	12	1.88	18	1.92	13	.05
66.	Selecting patterns, fabrics and notions.	1.56	8	1.95	24	1.81	6	.01
67.	Designing a garment.	2.99	60	2.37	51	2.02	27	.01
68.	Making your own garment pattern.	3.27	64	2.63	57	2.31	44	.01
69.	Draping a garment on a mannequin.	3.59	65	3.03	65	3.02	65	.01
70.	How to prepare fabrics and pattern for cutting.	1.62	13	1.86	15	1.96	19	.01
71.	Methods of testing a pattern for fit.	1.59	10	1.88	18	1.92	13	.01
72.	Altering patterns.	1.60	11	1.91	21	1.93	15	.01
73.	Pattern layout.	1.45	2	1.86	15	2.02	22	.01
74.	Cutting out a garment.	1.45	2	1.77	10	2.00	21	.01
75.	Marking garment pieces.	1.56	8	2.03	29	2.19	33	.01
76.	Acceptable standards for stitching.	1.65	15	2.08	37	2.25	40	.01
77.	Types of seams and seam finishes.	1.75	19	1.98	26	2.17	31	.01
78.	Basic garment construction methods.	1.51	5	2.09	38	2.20	34	.01

TABLE 6 (cont.)

Topics	Teacher (178) Rating	Rank	Parents (65) Rating	Rank	Students (84) Rating	Rank	Significance
79. Quick methods of garment construction.	1.53	6	2.20	42	2.25	40	.01
80. Tailoring methods.	2.60	63	2.42	53	2.37	46	---
81. Advanced garment construction methods.	2.52	49	2.49	56	2.46	50	---
82. How to fit and adjust the garment during construction.	1.68	16	1.83	13	1.87	10	---
83. Ways to alter ready to wear garments.	1.71	17	1.92	22	2.02	22	.05
84. Methods used to mend or repair fabrics and garments.	1.72	18	1.75	9	1.94	16	---
85. Ways to restyle worn, outdated, or poorly fitted clothing.	2.17	40	2.20	44	2.44	49	---
86. Ways fabric scraps can be make into useful items.	2.47	48	2.47	55	2.63	60	---
87. Storing and caring for clothing.	1.84	23	1.72	5	1.94	16	---
88. Packing clothing and accessories for travel.	2.93	59	2.31	50	2.40	48	.01
89. Textile and clothing product care labels.	1.93	31	2.03	29	2.20	34	---
90. Clothing care equipment and cleaning aids.	2.09	38	1.86	15	2.14	30	---
91. Use of laundry equipment and aids.	1.91	30	1.98	26	2.02	22	---
92. Care of various types of textiles and clothing items.	1.93	32	2.03	29	2.07	27	---

TABLE 6 (cont.)

Topics	Teacher (178) Rating	Rank	Parents (65) Rating	Rank	Students (84) Rating	Rank	Significance
93. Appropriate stain removal procedures.	1.89	27	1.74	7	1.95	18	---
94. Careers in the field of clothing and textiles.	2.53	51	2.68	59	2.62	59	---
ADDITIONAL TOPICS: Please state other competencies which you think should be included, and indicate how important you think they are. (Attach another sheet if needed.)							

Teachers rated 35 topics important to very important (1.00 to 1.99), 25 topics somewhat important to important (2.00 to 2.99), and 6 topics as slightly important to somewhat important (3.00 to 3.99). Parents rated 25 topics important (2.00 to 2.99), and 1 item slightly important to somewhat important (3.00 to 3.99). Students rated 20 items important to very important (1.00 to 1.99), 44 items somewhat important to important (2.00 to 2.99), and 2 items slightly important to somewhat important (3.00 to 3.99).

The top third of the teachers' mean importance ratings ranged from 1.44 to 1.78, the middle third from 1.84 to 2.24, and the lower third from 2.28 to 3.82. The top third of parents' mean importance ratings ranged from 1.49 to 1.94, the middle third from 1.95 to 2.22, and the lower third from 2.23 to 3.73. The top third of the student's mean importance ratings ranged from 1.62 to 2.02, the middle third from 2.03 to 2.31, and the lower third from 2.34 to 3.77. As indicated teachers attributed higher mean importance ratings to the top third of the topics than did parents or students, but the lowest mean importance ratings of all three groups were similar.

Topics given the highest mean importance ratings by teachers included the following:

Mean	Rank Order	Item No.	Topic
1.44	1	53.	Label information found on clothing and textiles.
1.45	2	38.	Planning and budgeting for clothing.
1.45	2	73.	Pattern layout.
1.45	2	74.	Cutting out a garment.
1.51	5	78.	Basic garment construction methods.
1.53	6	79.	Quick methods of garment construction.
1.55	7	50.	Things to consider in buying clothing.
1.56	8	66.	Selecting patterns, fabrics, and notions.
1.56	8	75.	Marking garment pieces.
1.59	10	71.	Methods of testing a pattern for fit.
1.60	11	72.	Altering patterns.
1.61	12	65.	Operating and maintaining a sewing machine.
1.62	13	55.	Shopping for clothing.
1.62	13	70.	How to prepare fabrics and pattern for cutting.
1.65	15	76.	Acceptable standards for stitching.
1.68	16	82.	How to fit and adjust the garment during construction.

Mean	Rank Order	Item No.	Topic
1.71	17	83.	Ways to alter ready-to-wear garments.
1.72	18	84.	Methods used to mend or repair fabrics and garments.
1.75	19	64.	Use and care of sewing and pressing equipment.
1.75	19	77.	Types of seams and seam finishes.
1.76	21	39.	Selecting clothing for specific purposes, such as school, work, recreation, and formal occasions.
1.78	22	62.	Sewing and pressing equipment.

Topics given the highest mean importance ratings by parents included the following:

Mean	Rank Order	Item No.	Topic
1.49	1	38.	Planning and budgeting for clothing.
1.58	2	39.	Selecting clothing for specific purposes, such as school, work, recreation, and formal occasions.
1.59	3	50.	Things to consider in buying clothing.
1.68	4	56.	Selecting clothing and accessories to fit one's needs.
1.72	5	29.	How your clothing reflects your personality, attractiveness, self-confidence, attitudes, and group identity.
1.72	5	87.	Storing and caring for clothing.
1.74	7	55.	Shopping for clothing.
1.74	7	93.	Appropriate stain removal procedures.
1.75	9	84.	Methods used to mend or repair fabrics and garments.
1.77	10	74.	Cutting out a garment.
1.78	11	40.	Selecting safe clothing.
1.81	12	53.	Label information found on clothing and textiles.
1.83	13	82.	How to fit and adjust the garment during construction.
1.84	14	47.	Fabrics that require special handling in construction and care.
1.86	15	70.	How to prepare fabrics and pattern for cutting.
1.86	15	73	Pattern layout.
1.86	15	90	Clothing care equipment and cleaning aids.
1.88	18	65.	Operating and maintaining a sewing machine.
1.88	18	71.	Methods of testing a pattern for fit.
1.90	20	42.	Ways to meet the clothing needs of persons with special problems and handicaps.
1.91	21	72	Altering patterns.
1.92	22	83.	Ways to alter ready-to-wear garments.

Topics given the highest mean importance ratings by students included the following:

Mean	Rank Order	Item No.	Topic
1.62	1	38.	Planning and budgeting for clothing.
1.68	2	39.	Selecting clothing for specific purposes, such as school, work, recreation, and formal occasions.
1.71	3	29.	How your clothing reflects your personality, attractiveness, self-confidence, attitudes, and group identity.
1.72	4	50.	Things to consider in buying clothing.

Mean	Rank Order	Item No.	Topic
1.72	4	56.	Selecting clothing and accessories to fit one's needs.
1.81	6	55.	Shopping for clothing.
1.81	6	66.	Selecting patterns, fabrics, and notions.
1.82	8	30.	How clothing and appearance affect impressions people have of each other.
1.86	9	40.	Selecting safe clothing.
1.87	10	82.	How to fit and adjust the garment during construction.
1.89	11	47.	Fabrics that require special handling in construction and care.
1.89	11	53.	Label information found on clothing and textiles.
1.92	13	65.	Operating and maintaining a sewing machine.
1.92	13	71.	Methods of testing a pattern for fit.
1.93	15	72.	Altering patterns.
1.94	16	84.	Methods used to mend or repair fabrics and garments.
1.94	16	87.	Storing and caring for clothing.
1.95	18	93.	Appropriate stain removal procedures.
1.96	19	42.	Ways to meet the clothing needs of persons with special problems and handicaps.
1.96	19	70.	How to prepare fabrics and patterns for cutting.
2.00	21	74.	Cutting out a garment.
2.02	22	67.	Designing a garment.
2.02	22	73.	Pattern layout.
2.02	22	83.	Ways to alter ready-to-wear garments.
2.02	22	91.	Use of laundry equipment and aids.

Of the topics falling in the upper third of the mean importance ratings by teachers 15 dealt with sewing equipment and garment construction procedures, 5 with purchasing or altering ready-to-wear garments, 1 with wardrobe planning and budgeting, and 1 with mending and repairing fabrics and garments. In the upper third of topics rated by parents, 7 topics dealt with sewing equipment and garment construction, 5 with purchasing and altering ready-to-wear, 5 with wardrobe planning and budgeting, and 5 with clothing storage and care. Topics ranking in the top third in the student group included 10 related to sewing equipment or garment construction, 7 to wardrobe planning and budgeting, 4 to purchasing or altering ready-to-wear garments, and 4 to clothing storage and care.

Of the 22 items receiving the highest third of the mean importance ratings by teachers, parents, and students, 14 items received high ratings from all three groups. These items were as follows:

38. Planning and budgeting for clothing.
39. Selecting clothing for specific purposes, such as school, work, recreation, and formal occasions.
50. Things to consider in buying clothing.
53. Label information found on clothing and textiles.
55. Shopping for clothing.
65. Operating and maintaining a sewing machine.
70. How to prepare fabrics and patterns for cutting.
71. Methods of testing a pattern for fit.
72. Altering patterns.
73. Pattern layout.
74. Cutting out a garment.
82. How to fit and adjust the garment during construction.
83. Ways to alter ready-to-wear garments.
84. Methods used to mend or repair fabrics and garments.

Parents and students also gave high mean importance ratings to the following topics:

29. How your clothing reflects your personality, attractiveness, self-confidence, attitudes, and group identity.
40. Selecting safe clothing.
42. Ways to meet the clothing needs of persons with special problems and handicaps.
47. Fabrics that require special handling in construction and care.
56. Selecting clothing and accessories to fit one's needs.
87. Storing and caring for clothing.
93. Appropriate stain removal procedures.

Teachers and students both rated Topic 66, Selecting patterns, fabrics, and notions, in the top third of the topics listed.

Topics which fell in the top third of the mean importance ratings for only one group included the following:

Group		Topic
Students	30.	How clothing and appearance affect impressions people have of each other.
Teachers	62.	Sewing and pressing equipment.
Teachers	64.	Use and care of sewing and pressing equipment.
Students	67.	Designing a garment.
Teachers	75.	Marking garment pieces.
Teachers	76.	Acceptable standards for stitching.
Teachers	77.	Types of seams and seam finishes.
Teachers	78.	Basic garment construction methods.
Teachers	79.	Quick methods of garment construction.
Parents	90.	Clothing care, equipment, and cleaning aids.
Students	91.	Use of laundry equipment and aids.

Topics falling in the lower third of the mean importance ratings by teachers included the following:

Mean	Rank Order	Item No.	Topic
2.28	45	40.	Selecting safe clothing.
2.42	46	34.	Definition of "fashion," "fad," and "style."
2.45	47	36.	Fashion information available from current sources.
2.47	48	86.	Storing and caring for clothing.
2.52	49	61.	Laws and agencies which protect consumers.
2.52	49	81.	Advanced garment construction methods.
2.53	51	94.	Careers in the field of clothing and textiles.
2.54	52	41.	Clothing needs and wants of persons of different ages.
2.60	53	80.	Tailoring methods.
2.62	54	48.	Effects of energy conservation on fiber and fabric trends.
2.64	55	58.	Different methods of paying for clothing.
2.79	56	42.	Ways to meet the clothing needs of persons with special problems and handicaps.
2.79	56	60.	Rights and responsibilities of the clothing industry.
2.80	58	35.	Ways situations, events, and people influence fashion.
2.88	59	88.	Packing clothing and accessories for travel.
2.99	60	67.	Designing a garment.
3.14	61	57.	Use of metric system in purchasing textiles, clothing, and accessories.
3.14	61	32.	Effects of weather or climate, materials available, and ideas of beauty on clothing in different cultures.
3.26	63	33.	Social and cultural meanings given to different forms of dress.
3.27	64	68.	Making your own garment pattern.
3.59	65	69.	Draping a garment on a mannequin.
3.82	66	31.	Historical forms of dress.

Topics falling in the lower third of the mean importance ratings by parents included the following:

Mean	Rank Order	Item No.	Topic
2.22	45	41.	Clothing needs and wants of persons of different ages.
2.23	46	45.	Natural and synthetic fibers.
2.23	46	60.	Rights and responsibilities of the clothing industry.
2.24	48	44.	Terms related to fibers and fabrics.
2.27	49	48.	Effects of energy conservation on fiber and fabric trends.
2.31	50	88.	Packing clothing and accessories for travel.
2.34	51	37.	How design principles apply to clothing selection.
2.37	52	67.	Designing a garment.
2.42	53	80.	Tailoring methods.
2.44	54	52.	How advertising affects your clothing selections.
2.47	55	86.	Ways fabric scraps can be made into useful items.
2.49	56	81.	Advanced garment construction methods.
2.63	57	68.	Making your own garment pattern.
2.66	58	32.	Effects of weather or climate, materials available, and ideas of beauty on clothing in different cultures.

Mean	Rank Order	Item No.	Topic
2.68	59	94.	Careers in the field of clothing and textiles.
2.75	60	36.	Fashion information available from current sources.
2.78	61	57.	Use of metric system in purchasing textiles, clothing, and accessories.
2.82	62	34.	Definition of "fashion," "fad," and "style."
2.88	63	35.	Ways situations, events, and people influence fashion.
2.90	64	33.	Social and cultural meanings given to different forms of dress.
3.03	65	69.	Draping a garment on a mannequin.
3.73	66	31.	Historical forms of dress.

Topics falling in the lower third of the mean importance ratings by students included the following:

Mean	Rank Order	Item No.	Topic
2.34	45	59.	Rights and responsibilities of the clothing consumer.
2.37	46	61.	Laws and agencies which protect clothing consumers.
2.37	46	80.	Tailoring methods.
2.40	48	88.	Packing clothing and accessories for travel.
2.44	49	85.	Ways to restyle worn, outdated, or poorly fitted clothing.
2.46	50	81.	Advanced garment construction methods.
2.52	51	52.	How advertising affects your clothing selections.
2.53	52	36.	Fashion information available from current sources.
2.54	53	34	Definitions of "fashion," "fad," and "style."
2.54	53	58	Different methods of paying for clothing.
2.55	55	60.	Rights and responsibilities of the clothing industry.
2.57	56	32.	Effects of weather or climate, materials available, and ideas of beauty on clothing in different cultures.
2.57	56	44.	Terms related to fiber and fabrics.
2.58	58	35.	Ways situations, events, and people influence fashion.
2.62	59	94.	Careers in the field of clothing and textiles.
2/63	60	86.	Ways fabric scraps can be made into useful items.
2.71	61	45.	Natural and synthetic fabrics.
2.77	62	48.	Effects of energy conservation on fiber and fabric trends.
2.86	63	33.	Social and cultural meanings given to different forms of dress.
2.96	64	57.	Use of metric system in purchasing textiles, clothing, and accessories.
3.02	65	69.	Draping a garment on a mannequin.
3.77	66	31.	Historical forms of dress.

Of the topics falling in the lower third of the mean importance ratings by teachers 6 related to general fashion information, 5 to consumer information, 5 to advanced garment construction and design, 2 to wardrobe planning, 2 to clothing storage and care, and 1 each to careers and textiles. Falling in the lower third of the mean importance ratings given by parents were 6 topics

related to general fashion information, 6 to garment and design, advanced sewing, or restyling garments, 3 to textiles, 3 to consumer information, 2 to wardrobe planning, 1 to clothing storage and care, and 1 to careers. Of the topics in the lower third of mean importance ratings given by students 6 dealt with general fashion information, 6 to consumer information, 5 to clothing construction, 3 to textiles, 1 to clothing storage and care, and 1 to careers. Of the 22 topics receiving the lowest third of the mean importance ratings by teachers, parents and students, 15 items received low ratings from all three groups. These items were as follows:

31. Historical forms of dress.
32. Effects of weather or climate, materials available, and ideas of beauty on clothing in different cultures.
33. Social and cultural meanings given to different forms of dress.
34. Definitions of "fashion," "fad," and "style."
35 Ways situations, events, and people influence fashion.
36. Fashion information available from current sources.
48. Effects of energy conservation on fiber and fabric trends.
57. Use of metric system in purchasing textiles, clothing, and accessories.
60. Rights and responsibilities of the clothing industry.
69. Draping a garment on a mannequin.
80. Tailoring methods.
81. Advanced garment consturction methods.
86. Ways fabric scraps can be made into useful items.
88. Packing clothing and accessories for travel.
94. Careers in the field of clothing and textiles.

Several items also received low mean importance ratings from parents and students. These items included:

44. Terms related to fibers and fabrics.
45. Natural and synthetic fabrics.
52. How advertising affects your clothing selections.

Teachers and parents rated 3 topics in the lowest third of the topics listed. These topics were:

41. Clothing needs and wants of persons of different ages.
67. Designing a garment.
68. Making your own garment pattern.

Teachers' and students' rating placed two additional topics in the lower third of those listed. They were:

58. Different methods of paying for clothing.
61. Laws and agencies which protect clothing consumers.

Other topics falling in the lower third of the mean importance ratings for at least one group included:

Group		Topic
Parents	37.	How design principles apply to clothing selection.
Teachers	40.	Selecting safe clothing.
Teachers	42.	Ways to meet the clothing needs of persons with special problems and handicaps.
Students	59.	Rights and responsibilities of the clothing consumer.
Students	85.	Ways to restyle worn, outdated, or poorly fitted clothing.

Three topics fell in both the top third of the items rated and the bottom third for different groups. These topics were as follows:

Top Third	Bottom Third		Topic
Parents Students	Teachers	40.	Selecting safe clothing.
Parents Students	Teachers	42.	Ways to meet the clothing needs of persons with special problems and handicaps.
Students	Teachers Parents	67.	Designing a garment.

Comparison of Ratings and Rank Order

When the mean importance ratings are placed in decending order to form ranks, significant difference in means can be compared with rank orders. It should be noted that for some topics, the mean ratings were not significantly different, even when a wide gap in the rank order occurred. In other cases, the rank orders were close together when the difference in mean importance ratings was significant.

CHAPTER IV

Summary, Findings and Recommendations

The purpose of the study was to determine appropriate content for a Clothing and Textiles Semester course. To accomplish this goal, a survey instrument was designed to 1) gather background information about teachers, students, and parents responding to the survey; 2) opinions regarding course prerequisites, clothing construction skills to be developed, major topics to be included, the type course that would attract both males and females, projections of knowledge students will need about clothing and textiles in the future; and 3) a scale for rating the importance of including specific topics related to clothing and textiles. One hundred randomly selected teachers were asked to participate in the study themselves and to randomly select two male and two female 10th, 11th, or 12th grade consumer and homemaking education students and their parents to participate in the study. An additional 300 consumer and homemaking education teachers were asked to complete the "Teacher" questionaire.

Of the 1,200 questionaires mailed, a total of 327 (27%) were returned. Of these 178 (a return rate of 44.5%) were teacher questionaires, 84 (a return rate of 21%) were student questionaires, and 65 (a return rate of 14%) were parent questionaires. A review of the participants' background information indicated that the groups were well-distributed by population, ethnic group, education, and age. About one-third of the parents responding, and more than one-fifth of the students responding were male. A summary of other characteristics is given in Tables 1, 2, 3, and 4.

Findings

The findings of the study were presented in detail in Tables 5 and 6,

and are summarized below:

1. The majority of respondents in all categories indicated that Homemaking I should be a prerequisite for a Clothing and Textiles Semester course. However, more than one-third of teachers and parents indicated that no previous homemaking education course should be required.

2. About one-third of the parents and students and one-fifth of the teachers indicated that construction of simple garments should be included in the course. Almost one-third of the teachers indicated that advanced clothing construction should be included; however, less than 10 percent of the students, and 15 percent of the parents indicated that advanced clothing construction should be included.

3. Topics which might be included in a Clothing and Textiles Semester course were ranked by all three groups in some what the following order: wardrobe planning, clothing selection, clothing construction, buying clothing, clothing care, clothing alterations, sewing tools and equipment, effects of clothing on individuals, design in clothing, textiles, family clothing, influences on fashion, clothing and textiles careers. However, there was some variation among groups.

4. Significant differences between groups existed for the mean importance scores of 36 of the 66 specific topics. Teachers' mean scores differed significantly from those of parents and/or students on 33 of the items.

5. Fourteen of the same items were rated in the top third of the mean importance ratings of all three groups. Those items were as follows:

38. Planning and budgeting for clothing.
39. Selecting clothing for specific purposes, such as school, work, recreation, and formal occasions.
50. Things to consider in buying clothing.
53. Label information found on clothing and textiles.
55. Shopping for clothing.
65. Operating and maintaining a sewing machine.
70. How to prepare fabrics and patterns for cutting.

71. Methods of testing a pattern for fit.
72. Altering patterns.
73. Pattern layout.
74. Cutting out a garment.
82. How to fit and adjust the garment during construction.
83. Ways to alter ready-to-wear garments.
84. Methods used to mend or repair fabrics.

The range of the mean importance ratings for the items rated in the top third was 1.44 to 1.78 for teachers, 1.49 to 1.92 for parents, and 1.62 to 2.02 for students. These ratings fell between important and very important.

6. Fifteen topics were rated in the lower third of the mean importance ratings by all three groups. These included:

31. Historical forms of dress.
32. Effects of weather or climate, materials available, and ideas of beauty on clothing in different cultures.
33. Social and cultural meanings given to different forms of dress.
34. Definitions of "fashion," "fad," and "style."
35. Ways situations, events, and people influence fashion.
36. Fashion information available from current sources.
48. Effects of energy conservation on fiber and fabric trends.
57. Use of metric system in purchasing textiles, clothing, and accessories.
60. Rights and responsibilities of the clothing industry.
69. Draping a garment on a mannequin.
80. Tailoring methods.
81. Advanced garment construction methods.
86. Ways fabric scraps can be made into useful items.
88. Packing clothing and accessories for travel.
94. Careers in the field of clothing and textiles.

The range of mean importance ratings for topics rated in the lower third was 2.28 to 3.82 for teachers, 2.22 to 3.73 for parents, and 2.34 to 3.77 for students. Thus the lowest rated topics were rated between slightly important to somewhat important.

Recommendations

1. Teachers, teacher-educaters, and administrators should be informed of the findings of the study.
2. Teachers should be encouraged to survey students and parents in their own locales to determine needs and interests in a Clothing and Textiles

semester course.

3. Teachers should be encouraged to evaluate the emphasis given to various clothing and textiles topics in light of student and parent input.
4. The results of this survey should be utilized in developing instructional materials for the Clothing and Textiles semester course.
5. No more than Homemaking I should be required as a prerequisite for a Clothing and Textiles semester course.
6. Further study is needed of the differences in emphasis given to topics by teachers, students, and parents. Teachers placed considerably more importance on topics dealing with sewing equipment and garment construction than did students or parents. Seventeen of twenty-one items related to sewing equipment and clothing construction showed significnat differences in mean importance ratings between teachers and one or both other groups. Students and parents placed more importance on topics related to wardrobe planning and budgeting than teachers. Teachers rated four of the seven topics related to wardrobe planning and budgeting significantly lower than parents and students. Parents and students placed more importance on clothing storage and care than did teachers. However, teachers ranked only one of the specific topics related to clothing storage and care significantly different than parents and students.
7. Perception of what is meant by clothing design needs further investigation. As a clothing construction skill, clothing design was considered desirable by 29.2 percent of the teachers, 38.1 percent of the students, and 23.1 percent of the parents. As a major topic to be included in a Clothing and Textiles semester course 46.1 percent of the teachers ranked it in the lower third, while 36.9 percent of students ranked it in the upper third, and parents' ranks spread fairly evenly from 1 to 13. Teachers rated the three topics related to designing garments significantly lower (.01) than parents or students.

8. Construction of simple garments should be emphasized in a Clothing and Textiles semester course rather than advanced clothing construction or tailoring. Individualized instruction might be utilized to meet the needs of students who are ready for advanced clothing construction techniques.
9. Further study is needed to determine what teachers define as advanced garment construction.
10. More emphasis should be placed on wardrobe planning and budgeting as indicated by parents' and students' ratings than indicated by teachers' ratings.
11. Little emphasis should be given to general fashion information.
12. Further study is needed to determine why careers was consistently rated low by all three groups.

APPENDICES

Appendix 1

TEACHER
CLOTHING AND TEXTILES QUESTIONNAIRE

DIRECTIONS: Please indicate with a check (✓) the category which best describes you.

1. I am a: ☑ Teacher ☐ Student ☐ Parent

2. The population of the town where I teach is:
   - ☐ under 1,000
   - ☐ 1,001 to 5,000
   - ☐ 5,001 to 10,000
   - ☐ 10,001 to 25,000
   - ☐ 25,001 to 50,000
   - ☐ 50,001 to 100,000
   - ☐ over 100,000

3. The ethnic group I belong to is:
   - ☐ American Indian/Alaskan native
   - ☐ Asian or Pacific islander
   - ☐ Black, not Hispanic
   - ☐ Hispanic
   - ☐ White, not Hispanic
   - ☐ Other, please specify _____

4. My sex is:
   - ☐ Male
   - ☐ Female

5. The size of the school I teach in is:
   - ☐ A (1-A)
   - ☐ AA (2-A)
   - ☐ AAA (3-A)
   - ☐ AAAA (4-A)
   - ☐ AAAAA (5-A)

6. The highest educational level I have attained is:
   - ☐ Bachelor's degree
   - ☐ Some hours of graduate study beyond a bachelor's degree
   - ☐ Master's degree
   - ☐ Some hours of graduate study beyond a master's degree
   - ☐ Doctor's degree

7-8. The home economics classes I have taught over the last five years include: (Check all that apply.)
   - ☐ 7th or 8th grade homemaking
   - ☐ Homemaking I
   - ☐ Homemaking II
   - ☐ Homemaking III
   - ☐ Child Development Semester Course
   - ☐ Clothing and Textiles Semester Course
   - ☐ Consumer Education Semester Course
   - ☐ Food and Nutrition Semester Course
   - ☐ Home and Family Living Semester Course
   - ☐ Home Management Semester Course
   - ☐ Home Nursing Semester Course
   - ☐ Housing and Home Furnishings Semester Course

9. The number of workshops or seminars I have attended concerning clothing and textiles in the last five years is:
   - ☐ 0
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5
   - ☐ more than 5

10. The number of years I have taught home economics is:
   - ☐ Less than 1 year
   - ☐ 1-4 years
   - ☐ 5-8 years
   - ☐ 9-12 years
   - ☐ 13-16 years
   - ☐ Over 16 years

11. My age is:
   - ☐ Less than 25 years
   - ☐ 25-29 years
   - ☐ 30-34 years
   - ☐ 35-39 years
   - ☐ 40-44 years
   - ☐ 45-49 years
   - ☐ 50 or over

PARENT OR GUARDIAN

CLOTHING AND TEXTILES QUESTIONNAIRE

DIRECTIONS: Please indicate with a check (✓) the category which best describes you.

1. I am a: ☐ Teacher ☐ Student ☑ Parent

2. The population of the town where I live is:
   - ☐ under 1,000
   - ☐ 1,001 to 5,000
   - ☐ 5,001 to 10,000
   - ☐ 10,001 to 25,000
   - ☐ 25,001 to 50,000
   - ☐ 50,001 to 100,000
   - ☐ over 100,00

3. The ethnic group I belong to is:
   - ☐ American Indian/Alaskan native
   - ☐ Asian or Pacific islander
   - ☐ Black, not Hispanic
   - ☐ Hispanic
   - ☐ White, not Hispanic
   - ☐ Other, please specify _____

4. My sex is:
   - ☐ Male
   - ☐ Female

5. The highest educational level I have reached is:
   - ☐ Less than 12th grade completed
   - ☐ High school diploma
   - ☐ Some college
   - ☐ Bachelor's degree
   - ☐ College work beyond a bachelor's degree

6. My age is:
   - ☐ Less than 30 years
   - ☐ 30-34 years
   - ☐ 35-39 years
   - ☐ 40-44 years
   - ☐ 45-49 years
   - ☐ 50 or over

7. I have taken home economics classes in high school or college:
   - ☐ Yes
   - ☐ No

8. My child(ren) who (is, are) enrolled in home economics (is, are):
   - ☐ Male
   - ☐ Female

9. My employment status is:
   - ☐ Full-time homemaker
   - ☐ Part-time employment
   - ☐ Full-time employment
   - ☐ Retired

10. I would encourage my female child(ren) to take a Clothing & Textiles semester course:
    ☐ Yes ☐ No ☐ Undecided ☐ No female children

11. I would encourage my male child(ren) to take a Clothing & Textiles semester course:
    ☐ Yes ☐ No ☐ Undecided ☐ No male children

STUDENT

CLOTHING AND TEXTILES QUESTIONNAIRE

DIRECTIONS: Please indicate with a check (✓) the category which best describes you.

1. I am a: ☐ Teacher ☑ Student ☐ Parent

2. The population of the town where I live is:
   - ☐ under 1,000
   - ☐ 1,001 to 5,000
   - ☐ 5,001 to 10,000
   - ☐ 10,001 to 25,000
   - ☐ 25,001 to 50,000
   - ☐ 50,001 to 100,000
   - ☐ over 100,000

3. The ethnic group I belong to is:
   - ☐ American Indian/Alaskan native
   - ☐ Asian or Pacific islander
   - ☐ Black, not Hispanic
   - ☐ Hispanic
   - ☐ White, not Hispanic
   - ☐ Other, please specify _____

4. My sex is:
   - ☐ Male
   - ☐ Female

5. My grade level is:
   - ☐ 10th grade
   - ☐ 11th grade
   - ☐ 12th grade

6. The number of members in my family is:
   - ☐ 1
   - ☐ 2
   - ☐ 3
   - ☐ 4
   - ☐ 5
   - ☐ 6 or more

7.-8. The home economics classes I have taken, including my present classes are: (Check all that apply.)
   - ☐ 7th or 8th grade homemaking
   - ☐ Homemaking I
   - ☐ Homemaking II
   - ☐ Homemaking III
   - ☐ Child Development Semester Course
   - ☐ Consumer Education Semester Course
   - ☐ Home and Family Living Semester Course
   - ☐ Home Management Semester Course
   - ☐ Home Nursing Semester Course
   - ☐ Housing and Home Furnishings Semester Course

9. The area(s) of home economics I am *most* interested in (is, are):
   - ☐ Child Development
   - ☐ Clothing and Textiles
   - ☐ Consumer Education
   - ☐ Food and Nutrition
   - ☐ Home and Family Living
   - ☐ Home Management
   - ☐ Home Nursing
   - ☐ Housing and Home Furnishings

10. The area(s) of home economics I am *least* interested in (is, are):
   - ☐ Child Development
   - ☐ Clothing and Textiles
   - ☐ Consumer Education
   - ☐ Food and Nutrition
   - ☐ Home and Family Living
   - ☐ Home Management
   - ☐ Home Nursing
   - ☐ Housing and Home Furnishings

11. I would consider enrolling in a Clothing & Textiles semester course:
   - ☐ Yes
   - ☐ No

DIRECTIONS: Please mark with a check (✓) the answer which best describes your opinion.

12. Students taking the Clothing and Textiles semester course should have the following background:

- ☐ No previous homemaking class should be required.
- ☐ Homemaking I
- ☐ Other (Please explain. Examples: 4-H sewing experience, commercial class, taught by individual) _____

13. The following clothing construction skills should be included in the Clothing and Textiles semester course:

- ☐ None
- ☐ Simple repairs, such as sewing on buttons and mending hems
- ☐ Construction of simple garments or projects
- ☐ Advanced garment construction
- ☐ Tailoring
- ☐ Clothing Design

DIRECTIONS: Please rank the following major topics which might be included in a clothing and textiles semester course. Assign the rank of 1 to the *most important* topic, 2 to the *next most important* topic, and so on. Place an X beside any major topic which you feel should *not* be included.

14-26.

_____ Influences on fashions
_____ Effects of clothing on individuals
_____ Design in clothing
_____ Sewing tools and equipment
_____ Clothing alterations
_____ Clothing and textiles careers
_____ Family Clothing
_____ Wardrobe planning
_____ Clothing selection
_____ Textiles
_____ Buying clothing
_____ Clothing construction
_____ Clothing care

DIRECTIONS: Please write your responses to the following questions:
(You may write on the back of this page if you need more space.)

27. Describe the type of clothing and textiles course that would attract both males and females.

_____
_____
_____

28. Describe what you think students will need to know about clothing and textiles in the future.

_____
_____
_____

DIRECTIONS: The following rating scale lists topics in clothing and textiles that might be taught to students enrolled in a clothing and textiles semester course. Please indicate how important you feel it is that each topic be taught to high school 10th, 11th, and 12th grade by placing a (☑) in the appropriate box. If you think of other topics which should be included, please write them at the end of the questionnaire.

TOPICS	IMPORTANCE				
	Very Important	Important	Somewhat Important	Slightly Important	Not Important
29. How your clothing reflects your personality, attractiveness, self-confidence, attitudes, and group identity	☐	☐	☐	☐	☐
30. How clothing and appearance affect impressions people have of each other	☐	☐	☐	☐	☐
31. Historical forms of dress	☐	☐	☐	☐	☐
32. Effects of weather or climate, materials available, and ideas of beauty on clothing in different cultures	☐	☐	☐	☐	☐
33. Social and cultural meanings given to different forms of dress	☐	☐	☐	☐	☐
34. Definitions of "fashion," "fad," and "style"	☐	☐	☐	☐	☐
35. Ways situations, events, and people influence fashion	☐	☐	☐	☐	☐
36. Fashion information available from current sources	☐	☐	☐	☐	☐
37. How design principles apply to clothing selection	☐	☐	☐	☐	☐
38. Planning and budgeting for clothing	☐	☐	☐	☐	☐
39. Selecting clothing for specific purposes, such as school, work, recreation, and formal occasions	☐	☐	☐	☐	☐
40. Selecting safe clothing	☐	☐	☐	☐	☐
41. Clothing needs and wants of persons of different ages	☐	☐	☐	☐	☐

TOPICS	IMPORTANCE				
	Very Important	Important	Somewhat Important	Slightly Important	Not Important
42. Ways to meet the clothing needs of persons with special problems and handicaps	☐	☐	☐	☐	☐
43. Selecting appropriate accessories	☐	☐	☐	☐	☐
44. Terms related to fibers and fabrics	☐	☐	☐	☐	☐
45. Natural and synthetic fibers	☐	☐	☐	☐	☐
46. Fabric construction and finishes	☐	☐	☐	☐	☐
47. Fabrics that require special handling in construction and care	☐	☐	☐	☐	☐
48. Effects of energy conservation of fiber and fabric trends	☐	☐	☐	☐	☐
49. Ways to test fabrics in the store	☐	☐	☐	☐	☐
50. Things to consider in buying clothing	☐	☐	☐	☐	☐
51. Sources of consumer information available to the clothing buyer	☐	☐	☐	☐	☐
52. How advertising affects your clothing selections	☐	☐	☐	☐	☐
53. Label information found on clothing and textiles	☐	☐	☐	☐	☐
54. Things which influence clothing prices	☐	☐	☐	☐	☐
55. Shopping for clothing	☐	☐	☐	☐	☐
56. Selecting clothing and accessories to fit one's needs	☐	☐	☐	☐	☐
57. Use of metric system in purchasing textiles, clothing, and accessories	☐	☐	☐	☐	☐
58. Different methods of paying for clothing	☐	☐	☐	☐	☐
59. Rights and responsibilities of the clothing consumer	☐	☐	☐	☐	☐

TOPICS	IMPORTANCE				
	Very Important	Important	Somewhat Important	Slightly Important	Not Important
60. Rights and responsibilities of the clothing industry	☐	☐	☐	☐	☐
61. Laws and agencies which protect clothing consumers	☐	☐	☐	☐	☐
62. Sewing and pressing equipment	☐	☐	☐	☐	☐
63. Buying a sewing machine	☐	☐	☐	☐	☐
64. Use and care of sewing and pressing equipment	☐	☐	☐	☐	☐
65. Operating and maintaining a sewing machine	☐	☐	☐	☐	☐
66. Selecting patterns, fabrics and notions	☐	☐	☐	☐	☐
67. Designing a garment	☐	☐	☐	☐	☐
68. Making your own garment pattern	☐	☐	☐	☐	☐
69. Draping a garment on a mannequin	☐	☐	☐	☐	☐
70. How to prepare fabrics and pattern for cutting	☐	☐	☐	☐	☐
71. Methods of testing a pattern for fit	☐	☐	☐	☐	☐
72. Altering patterns	☐	☐	☐	☐	☐
73. Pattern layout	☐	☐	☐	☐	☐
74. Cutting out a garment	☐	☐	☐	☐	☐
75. Marking garment pieces	☐	☐	☐	☐	☐
76. Acceptable standards for stitching	☐	☐	☐	☐	☐
77. Types of seams and seam finishes	☐	☐	☐	☐	☐
78. Basic garment construction methods	☐	☐	☐	☐	☐
79. Quick methods of garment construction	☐	☐	☐	☐	☐
80. Tailoring methods	☐	☐	☐	☐	☐

TOPICS	IMPORTANCE				
	Very Important	Important	Somewhat Important	Slightly Important	Not Important
81. Advanced garment construction methods	☐	☐	☐	☐	☐
82. How to fit and adjust the garment during construction	☐	☐	☐	☐	☐
83. Ways to alter ready-to-wear garments	☐	☐	☐	☐	☐
84. Methods used to mend or repair fabrics and garments	☐	☐	☐	☐	☐
85. Ways to restyle worn, outdated, or poorly-fitted clothing	☐	☐	☐	☐	☐
86. Ways fabric scraps can be made into useful items	☐	☐	☐	☐	☐
87. Storing and caring for clothing	☐	☐	☐	☐	☐
88. Packing clothing and accessories for travel	☐	☐	☐	☐	☐
89. Textile and clothing product care labels	☐	☐	☐	☐	☐
90. Clothing care equipment and cleaning aids	☐	☐	☐	☐	☐
91. Use of laundry equipment and aids	☐	☐	☐	☐	☐
92. Care of various types of textiles and clothing items	☐	☐	☐	☐	☐
93. Appropriate stain removal procedures	☐	☐	☐	☐	☐
94. Careers in the field of clothing and textiles	☐	☐	☐	☐	☐
ADDITIONAL TOPICS: Please state other competencies which you think should be included, and indicate how important you think they are. (Attach another sheet if needed.)					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

Appendix 2

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

Dear Home Economics Teacher:

The enclosed questionnaire has been developed by the Home Economics Instructional Materials Center as part of a project to determine the most appropriate focus for a proposed new home economics semester course in Clothing and Textiles in grades 10 through 12. We need assistance from you, your students, and their parents/guardians in this project. Feedback from home economics teachers, students, and parents/guardians is vital in order to develop instructional materials which meet your needs and those of your students.

Nine questionnaires are enclosed. Please complete the one labeled "Teacher." Randomly select (by drawing names from a container) two male and two female 10th, 11th, or 12th grade consumer and homemaking education students. Ask each of the four students to complete a questionnaire labled "Student." Ask two of the four students to have a male parent or guardian complete a "Parent" questionnaire. The questionnaire has been designed to obtain the necessary information in a minimum of time. The information obtained through this questionnaire will be used only in making recommendations to the Director, Homemaking Education, Texas Education Agency, to establish program guidelines for the new course offering in secondary schools in Texas.

A return postage-paid envelope has been enclosed for your convenience in returning the nine questionnaires. Please return the completed questionnaires to the Home Economics Instructional Materials Center by November 25. We appreciate your time and assistance. Your participation will aid us in developing useful instructional materials for this new course.

Sincerely,

Linda R. Glosson

Linda R. Glosson, Ph. D.
Director

LRG/kj

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

Appendix 3

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

Dear Parent/Guardian:

This questionnaire has been developed by the Home Economics Instructional Materials Center to get your opinion on what should be taught in a Home Economics semester course in Clothing and Textiles in grades 10 through 12. We need this information in order to develop materials which will meet the needs of Texas youth like your son or daughter.

Please complete the questionnaire and have the student return it to his or her home economics teacher, who will return it to us. All replies will be confidential. It is important that you reply promptly so your ideas can be used in planning content for the course.

We appreciate your time and assistance. Your help will aid us in developing useful instructional materials for this new course.

Sincerely,

Linda R. Glosson

Linda R. Glosson, Ph. D.
Director

LRG/kj

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

Appendix 4

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

Dear Student:

This questionnaire has been developed by the Home Economics Instructional Materials Center to get your opinion on what should be taught in a home economics semester course in Clothing and Textiles in grades 10 through 12. We need this information in order to develop materials which will meet your needs.

Please complete this questionnaire and return it, together with your parent's or guardian's completed questionnaire, to your teacher. All replies will be confidential. It is important that you reply promptly so that your ideas can be used in planning content for the course.

We appreciate your time and assistance. Your help will aid us in developing useful instructional materials for this new course.

Sincerely,

Linda R. Glosson

Linda R. Glosson, Ph. D.
Director

LRG/kj

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

Appendix 5

Texas Tech University

Home Economics Instructional Materials Center
College of Home Economics

Dear Home Economics Teacher:

The enclosed questionnaire has been developed by the Home Economics Instructional Materials Center as part of a project to determine the most appropriate focus for a proposed new home economics semester course in Clothing and Textiles in grades 10 through 12. We need assistance from you in this project. Feedback is vital in order to develop superior instructional materials.

Please complete the enclosed questionnaire. The information obtained through this questionnaire will be used only in making recommendations to the Director, Homemaking Education, Texas Education Agency, to establish program guidelines for the new course offering in secondary schools in Texas.

A return postage-paid envelope has been enclosed for your convenience in returning the questionnaire. Please return to the Home Economics Instructional Materials Center by November 25. We appreciate your time and assistance. Your participation will aid us in developing useful instructional materials for this new course.

Sincerely,

Linda R. Glosson

Linda R. Glosson, Ph. D.
Director

LRG/kj

Box 4067 / Lubbock, Texas 79409 / (806) 742-3028

REFERENCES

7

References

1. P.L. 94-482.

2. Vocational Homemaking Education Program Standards for Public Schools. Austin, Texas: Texas Education Agency, 1978.

3. Simpson, Elizabeth. "What People Need to Know in the 80's and Beyond to Be Intelligent Consumers and Effective Homemakers." Report to National Institute of Education (Contract No. NIE-P-80-044), February, 1980.

4. Snider, Linsae Anthonette. "Identification of Clothing and Textiles Important to Adolescents." Master's thesis, Texas Tech University, 1980.

5. Nickols, Sharon Y., and Powell, Claire L. "Consumer Education for Today's Youth." *Journal of Extension*, 17 (January-February 1979): 14-17.

6. Brown, Peggy S., and Haas, Mary Helen. "High School Home Economics Courses Can Improve Consumer Competencies," *Illinois Teacher of Home Economics*, 21 (May-June 1978): 243-246.

7. "Buyers Swing to Quality," *Time*, December 3, 1979, pp. 82-84.

8. "Is Recession Causing Return to Home Sewing?" *Sew Business*, Vol. 119 (October 1980) No. 10: 32-24.

9. "Industry Faces New Year with New Hope," *Sew Business*, Vol. 19 (February 1981) No. 10: 22-23.

10. Tortora, Phyllis G. *Understanding Textiles*. New York: Macmillan Publishing Co., Inc., 1978.